



EURASHE 

European Association of Institutions in Higher Education

**ANNUAL
REPORT
2012**

This Annual Report, which, next to giving an overview of the past working year, will provide the reader with the main results of events and studies undertaken by EURASHE. The purpose of this is to give a comprehensive outlook on the workings of the association, for the benefit of members and stakeholders in the field of Professional Higher Education (PHE). This Annual Report was approved on 8 May 2013 at the Association's General Assembly held in Split (Croatia).

EURASHE

We are the European Association of Institutions in Higher Education that offer professionally oriented programmes and are engaged in applied and profession-related research within the Bologna cycles. Currently, more than 1,400 higher education institutions in 40 countries within and outside the European Higher Education Area (EHEA) are affiliated to EURASHE. The Association is present mostly through National Associations of Higher Education Institutions and individual institutions, such as Universities, (University) Colleges and Universities of Applied Sciences, as well as through other professional associations and stakeholder organisations active in the field of higher education.

MISSION

EURASHE's mission is to represent the views of professionally oriented institutions and programmes in the Higher Education systems in countries of the EHEA, either in binary Higher Education systems (professional or vocational higher education) or in unitary 'university' systems.

Its aim is to promote the interests of professional higher education in the EHEA and to contribute to the progressive development of the Area of Higher Education and Research (EHERA). In addition to offering professionally oriented programmes, EURASHE members are specifically engaged in applied and profession-related research, and its technological applications.

Credits:

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**Lifelong
Learning**

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MESSAGE FROM THE PRESIDENT OF EURASHE

Dear Reader,

The 2012 Annual Report of the European Association of Institutions in Higher Education (EURASHE), which I am sharing with you, is again a document that bears witness of an organisation that is continually developing as a stakeholders' organisation with a broad range of higher education institutions and programmes of study that profess themselves as professionally oriented.

It is not a coincidence that this is happening at the same time as we are reflecting on what professional higher education stands for, in terms of an increasingly diverse membership of EURASHE in a growing number of countries of the European Higher Education Area (EHEA), which originated from the Bologna Process. The HAPHE project '**Harmonising Approaches to Professional Higher Education in Europe**' is looking into the features that characterise such programmes and institutions, which may help explain why such a diverse group of institutions and organisations in Europe are turning to EURASHE for policy-making and sharing of hands-on expertise in specific priority areas of the Bologna Process, such as recognition, innovation, employability, lifelong learning, which are precisely focus points in the professionally oriented programmes of study.

Our annual and recurring events such as conferences, seminars, roundtable sessions, thematic workshops, etc. in the above areas exactly provide opportunities for sharing information, competence-building for members, and consultation with experts on EU policies and practices.

I will, in the limited space of this Message to the 2012 Annual Report, just enumerate a succession of events of our own, as well as of those in which EURASHE was involved as officially acknowledged stakeholder of professionally oriented higher education:

- The MAP-ESG project, which followed a mandate of the Bologna Follow-up Group, resulted in the joint E4 '**Report on the Implementation of the European Standards and Guidelines for Quality Assurance**', which was released at the launching conference in Copenhagen (Denmark), January 2012.
- The biannual **EHEA Ministerial Conference** and the **Third Bologna Policy Forum** held in Bucharest (Romania) on 26-27 April 2012, gathering the 47 EHEA Ministers and the stakeholders' organisations. Our attendance as a full delegation gave us again the opportunity to present to the Ministers and discuss in working groups the main contents of our Overarching Policy Paper '**Towards a Diversified, Responsive and Competitive European Higher Education**', together with our joint '**EURASHE-UASnet Position Paper on Research and Innovation**', a successful outcome of our cooperation agreement with the Universities of Applied Sciences Network (UASnet).
- We have also this year released our '**Policy Paper on Mobility**', including our recommendations for e.g. a more diversified mobility, including short-time mobility focusing on traineeships and which fall outside of the main-stream of EU-funded mobility.

- In May 2012 was held in Riga (Latvia) EURASHE's 22nd Annual Conference **'Responding to Challenges in European Higher Education: Lifelong Learning and the Welfare Society'**, demonstrating that **education** is not only firmly embedded in the wellbeing of citizens, but also one of the main pillars of society.
- EURASHE's first thematic seminar on the **'Implementation of Internal and External Quality Assurance'** was held in Nicosia (Cyprus) in September 2012, during which members shared their institutional experience with quality assurance experts.
- The **7th European Quality Assurance Forum (EQAF)**, co-organised by EURASHE in November 2012, dealt with how quality assurance makes a difference, exploring the impact of external and internal quality assurance on higher education policies and institutional realities.
- In December 2012 EURASHE organised in Prague (Czech Republic), together with the European RPL Network (ERPLN), our annual lifelong learning seminar entitled **'Recognition of Prior Learning (RPL): Flexible Ties within Higher Education'**.

The present publication focuses mainly on the activities and initiatives of EURASHE as an organisation, and does not make an attempt at describing the involvement of our broad membership. It provides in separate units a brief insight in our policy development, our role in the Bologna Process, our involvement in projects, a summing up of major events organised by EURASHE in 2012, a list of publications, a short picture of the governing bodies of EURASHE, and finally a presentation of our Secretariat and a selective list of our partners and of the preferential stakeholder organisations we cooperate with. As such, it is an accurate and comprehensive overview of the activities and events that made the life of EURASHE in 2012, comprising of 17 national associations, and through them some 1,400 institutions of higher education. And this, apart from the growing number of institutional members in their own right, the sectorial associations, the affiliated stakeholders organisations, etc. which guarantee our representation in over 40 countries, most of which are situated in what is now commonly called the European Higher Education Area (EHEA). EURASHE's partnership agreements with associations and higher education institutions in Central Asia, China, Federal Canada and Québec as well as the United States, is our contribution to the Openness of European Higher Education to the rest of the world.



Prof. Andreas G. Orphanides

President of EURASHE, and Rector of European University Cyprus (EUC)

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EURASHE'S 2012 CONTRIBUTION TO EUROPEAN HIGHER EDUCATION

FEBRUARY

In February EURASHE took part in the Board meetings of the **BFUG**, **SPACE** and **EQAR**

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APRIL

On 26-27 Apr. EURASHE and UASnet took part in the **EHEA Ministerial Conference and Third Bologna Policy Forum**

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JANUARY

On 17 Jan. EURASHE was represented at the launching conference of the **MAP-ESG project** in Copenhagen (Denmark)

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MARCH

On 3 Mar. EURASHE's **Council** gathered in Brussels (Belgium) and adopted two **Policy Papers**

More on pages 25 & 26



DECEMBER

On 13-14 Dec. EURASHE organised a **Seminar on RPL: Flexible Ties within Higher Education** in Prague (Czech Republic)

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NOVEMBER

On 22-24 Nov. the **E4-Group** (ENQA, ESU, EUA, EURASHE) co-organised the **7th European Quality Assurance Forum**

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JUNE

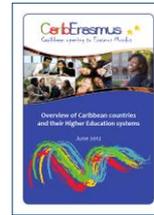
On 19-20 Jun. EURASHE took part in the **Anniversary Conference of the Lisbon Recognition Convention**

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JULY

On 4 Jul. EURASHE took part in the final **CaribErasmus Seminar: Caribbean Opening to Erasmus Mundus**

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AUGUST

On 28-29 Aug. EURASHE's President and Secretary General took part in the **BFUG Board meeting**

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MAY

On 10-11 May EURASHE organised its **22nd Annual Conference on LLL and the Welfare Society in Riga (Latvia)**

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OCTOBER

On 11-12 Oct. EURASHE launched its new flagship project **HAPHE: Harmonising Approaches to PHE**. EURASHE's Council also welcomed **new members** and adopted **two policy papers** on 13 Oct.

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SEPTEMBER

On 27-28 Sept. EURASHE organised a **Seminar on the Implementation of Internal and External QA** in Nicosia (Cyprus)

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EURASHE MEMBERS

The **European Association of Institutions in Higher Education (EURASHE)** has an affiliation with more than **1,400 higher education institutions**.

EURASHE is represented by **national associations** of (university) colleges and universities of applied sciences, and **individual higher education institutions**, but also by other **professional associations** and **stakeholder organisations** active in the field of higher education.

EURASHE has three categories of membership:

- full member as a **national association**, representing individual higher education institutions in a European country or nation, and recognised as such by its authorities;
- full member as an **individual institution** (autonomous higher education institutions or faculties, institutes and departments, etc. within or affiliated to autonomous higher education institutions);
- **associate member**, which can be either **associations** or **organisations** active in higher education, within or outside the EHEA.

In 2012, EURASHE members are:

- **17 national associations;**
- **30 individual higher education institutions;**
- **6 associate members;**
- **2 associate members outside of the EHEA.**

They are conducting their activities in 40 countries and territories in and outside of the EHEA.

In 2012 following the Council decision of 13 October 2012, EURASHE welcomed 5 new members:

- **Conference of Academies for Applied Studies in Serbia** (KASSS, Serbia);
- **Kyiv University of Law of National Academy of Science of Ukraine** (KUL, Ukraine);
- **National School of Political and Administrative Studies** (SNSPA, Romania);
- **Association of Law Schools** (ALS, Russia, Ukraine, Moldova, Armenia);
- **International Association of Trade and Economic Education** (IATEE, Russia, Belarus, Kyrgyzstan, Moldova, Armenia).

In 2012 EURASHE's 17 full **member associations** are:

member association		country	website
 Vlaamse Hogescholenraad	Flemish Council of University Colleges (VLHORA)	Belgium	www.vlhora.be
	Conseil Général des Hautes Écoles (CGHE)	Belgium	www.cghe.cfwb.be
	Croatian Council of Universities and University Colleges of Applied Sciences (VVIVŠ)	Croatia	www.azvo.hr
	Czech Association of Schools of Professional Higher Education (CASPHE)	Czech Republic	www.ssvs.cz
	Danish Rectors' Conference – University Colleges Denmark (UC-DK)	Denmark	www.uc-dk.dk
	Estonian Rectors Conference of UAS (RKRN)	Estonia	www.rkrn.ee
	Assemblée des Directeurs d'Instituts Universitaires de Technologie (ADIUT)	France	www.iut-fr.net
	Institutes of Technology Ireland (IOTI)	Ireland	www.ioti.ie
	Rectors' Conference of Lithuanian University Colleges (LKDK)	Lithuania	www.kolegijos.lt
	Conference of Rectors of Non-University Higher Education Institutions (KRZaSP)	Poland	www.krzasp.pl
	Conference of Rectors of State Schools of Higher Vocational Education in Poland (KRePSZ)	Poland	www.krepsz.org.pl
	Portuguese Polytechnics Coordinating Council (CCISP)	Portugal	www.ccisp.pt

	Association of Non-governmental Higher Educational Establishments of Russia (ANVUZ)	Russia	
	Conference of Academies for Applied Studies in Serbia (KASSS)	Serbia	www.kasss.rs
	Association of Slovene Higher Vocational Colleges (ASHVC)	Slovenia	www.skupnost-vss.si
	GuildHE	United Kingdom	www.guildhe.ac.uk
	West of Scotland Colleges' Partnership (WoSCoP)	United Kingdom	www.woscop.co.uk

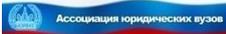
In 2012 EURASHE's 30 full **institutional members** are:

institutional member		country	website
	University of Vlora "Ismail Qemali"	Albania	www.univlora.edu.al
	European University Cyprus (EUC)	Cyprus	www.euc.ac.cy
	Open University of Cyprus (OUC)	Cyprus	www.ouc.ac.cy
	Estonian-American Business Academy (EABA)	Estonia	www.eaba.ee
	Arcada University of Applied Sciences	Finland	www.arcada.fi
	JAMK University of Applied Sciences (JAMK)	Finland	www.jamk.fi

	University Interpharm+ (UI+)	Georgia	www.interpharm.edu.ge
	Technological Educational Institute (TEI) of Patras	Greece	www.teipat.gr
	Technological Educational Institute (TEI) of Serres	Greece	www.teiser.gr
	Budapest Business School (BBS)	Hungary	www.bgf.hu
	College of Szolnok	Hungary	www.szolf.hu
	Caspian State University of Technologies and Engineering named after Sh.Yessenov	Kazakhstan	www.kguti.kz
	Kazakh University of Economics, Finance and International Trade (KazUEFIT)	Kazakhstan	www.kuef.kz
	Korkyt Ata Kyzylorda State University (KKSU)	Kazakhstan	www.korkyt.kz
	Kazakh-British Technical University (KBTU)	Kazakhstan	www.kbtu.kz
	BA School of Business & Finance	Latvia	www.ba.lv
	TURIBA University	Latvia	www.turiba.lv
	Malta College of Arts, Science & Technology (MCAST)	Malta	www.mcast.edu.mt

	University of Malta (UM)	Malta	www.um.edu.mt
	Angelus Silesius State School of Higher Vocational Education in Wałbrzych (PWSZ AS)	Poland	www.pwsz.com.pl
	State Higher Vocational School in Tarnow (University of Applied Sciences) (PWSZ TAR)	Poland	www.pwszstar.edu.pl
	Ovidius University of Constantza (O.U.C.)	Romania	www.univ-ovidius.ro
	University of "Petre Andrei" in Iași (UPA)	Romania	www.upa.ro
	National School of Political and Administrative Studies (SNSPA)	Romania	www.snspa.ro
	Moscow Banking School (College) of the Central Bank of Russian Federation	Russia	www.bankcollege.ru
	Regional Open Social Institute (ROSI)	Russia	www.rosi-edu.ru
	Tula State Lev Tolstoy Pedagogical University (TSPU)	Russia	www.tsput.ru
	Kyiv University of Law of National Academy of Science of Ukraine (KUL)	Ukraine	www.kul.kiev.ua
	British Institute of Technology & E-commerce (BITE)	United Kingdom	www.bite.ac.uk
	Tasmac London School of Business	United Kingdom	

In 2012 EURASHE's 6 **associate members** are:

associate member		country	website
	Malta Qualifications Council (MQC)	Malta	www.mqc.gov.mt
	Dutch Association for Shorter Higher Education (DASHE)	Netherlands	www.dashe.nl
	SPACE Network for Business Studies and Languages (SPACE)	Belgium	www.space-eu.info
	Association of Law Schools (ALS)	Russia	www.jurvuz.ru
	International Association of Trade and Economic Education (IATEE)	Russia	www.iatee.ru
	Businet global business education network	United Kingdom	www.businet.org.uk

EURASHE believes that **partnerships** and **cooperation** with **other regions of the world** are important. It has thus established relationships with countries **outside the EHEA** through **associate membership** and **partnership agreements** with other regions, such as Canada, the United States of America, Central Asia and Asia.

In 2012 EURASHE's 2 **associate members outside the EHEA** are:

associate member outside the EHEA		country	website
	Education Network Association (EdNet)	Kyrgyzstan	www.ednet.edu.kg
	University of Saint Joseph (USJ)	Macao (China)	www.usj.edu.mo

In 2012 EURASHE's 4 partners are:

partners		country	website
	Universities of Applied Sciences (UASnet)	Netherlands	www.uasnet.eu
	Cégep international	Canada (Québec)	www.cegepinternational.qc.ca
	Association of Canadian Community Colleges (ACCC)	Canada	www.accc.ca
	Community Colleges for International Development Inc. (CCID)	United States of America	www.ccid.cc

WHAT WE DO

For two decades already, we have concentrated our activities on the **optimisation of the educational, socioeconomic, political and cultural transformation of European Higher Education**, now the EHEA. Our focus has been particularly on 'Europe', but it has also come to include a world comparative perspective. We **encourage public discourse and critical debate** by providing our own platforms for leading experts to share new ideas on contemporary issues, next to **actively contributing to 'official events'** (such as Ministerial meetings) and to those **organised by other stakeholders**. Furthermore EURASHE aims at promoting transnational cooperation among its members, providing a **platform for its members to exchange information, projects and views on future developments in higher education**. In this respect EURASHE is involved in different kind of activities including **Policy development, Representation of PHE, Projects, Events** representation as well as **Publications** on higher education. This section will provide you with an overview of these tasks undertaken by EURASHE throughout 2012.

POLICY DEVELOPMENT

Themes of interest

EURASHE is engaged in the development of policies on key issues for professional higher education. In 2012 EURASHE focused on 6 main themes which were set out in our **Overarching Policy Paper 'Towards a Diversified, Responsive and Competitive European Higher Education'**.

- **Professional Higher Education**

EURASHE's objective is that professional higher education institutions deliver graduates specifically tailored to the requirements of the labour market. Our continued advocacy on behalf of the PHE sector strengthens their contribution to the **new skills for new jobs** strategy by ensuring relevant curricula adapted to labour market needs and thus preparing the graduates for new careers in the **private and public sectors of tomorrow**.

- **Research, Development and Innovation**

EURASHE promotes and supports quality and innovative programmes linking teaching, applied research and cooperation with stakeholders. In this way, we **strengthen the links between education, research and business** and help our members to become innovation-friendly institutions.

- **National Qualifications Frameworks and Student-centred learning**

EURASHE believes that National Qualifications Frameworks lie at the heart of efforts to transform higher education in Europe. They offer a means to **increase significantly the opportunities for access, transfer and progression** within and between different European educational jurisdictions and sectors, while **promoting employability and lifelong learning** by offering multiple entry and access points. Within frameworks, the establishment of learning outcomes as a central component places **learners**, rather than systems or institutions, **at the heart of higher education**. Learning outcomes, when fully implemented ensure appropriate attention to design, delivery and assessment and are at the heart of approaches to **student-centred learning**.

- **Mobility and International Openness**

We stimulate **cross-border cooperation** among our members, who adapt the content of their programmes through internship and practice-oriented exchanges, in order to meet the needs of exchange students looking to update their skills through study or training abroad. We continue to **promote the EHEA outside of Europe**, both for outgoing and incoming mobility purposes and for enhanced international academic cooperation.

- **Employability and Lifelong Learning**

EURASHE focuses its efforts on the harmonisation of the status of short-cycle higher education (SCHE) qualifications within National Frameworks, and supports institutions in adapting their courses further to accommodate lifelong and adult learning. Professional higher education institutions in general contribute to increasing the number of graduates, attracting a broader cross-section of society into higher education. In this way we contribute to making lifelong learning a reality, while the short-cycle qualifications, often developed at the request of and in collaboration with the labour market, increase partnerships between education and training providers and businesses

Activities of the working groups of EURASHE

EURASHE has **working groups** engaged in the development of policies on key issues for Professional Higher Education. The purpose of the working groups is to systematically lead **research** on our priority topics, **analyse** the current situation of higher education, actively develop and **formulate policy** positions on their area of expertise and to **represent** and further **promote** policy on behalf of professional higher education.

- **Quality Assurance and Transparency Tools**

Improving the **quality, efficiency and relevance of education and training** is a key priority for EURASHE. Thus, we are participating in a number of initiatives including working groups under the Bologna Process, the creation of a **European multidimensional ranking tool** for institutions, as well as the **revision of the ESG**, and the further extension of EQAR. EURASHE also enhances its members' capacity as to the institutional implementation of quality assurance practices.

EURASHE IN THE EUROPEAN HIGHER EDUCATION AREA (EHEA)

EURASHE has been a partner in the Bologna process since 2001, as a **consultative member of the Bologna Follow-up Group (BFUG)**, of the **BFUG Board** and member of the **'E4-Group'** – composed also of the European Association for Quality Assurance in Higher Education (ENQA), the European Students' Union (ESU) and the European University Association (EUA). Because of our **strong commitment** on quality assurance in higher education, EURASHE is a founding member of the European Quality Assurance Register for Higher Education (EQAR).

Bologna Follow-up Group (BFUG)

The Bologna Process, launched with the **Bologna Declaration of 1999**, is one of the main voluntary processes at European level, nowadays implemented in **47 states**, which together make the **European Higher Education Area (EHEA)**. The main follow-up structure is the Bologna Follow-up Group, which is composed of the representatives of all member countries of the Bologna Process, the European Commission, and eight Consultative Members: EURASHE, ENQA, ESU, EUA, the Council of Europe, UNESCO, Education International, BUSINESSEUROPE. The BFUG oversees the implementation of the Bologna Process between the ministerial meetings, and all its members actively participate in the current Working Agenda of the BFUG 2009-2012.

EHEA Ministerial Conference April 2012, Bucharest (Romania)

A **delegation of EURASHE** led by President Andreas G. Orphanides, participated in the **EHEA Ministerial Conference** and the **Third Bologna Policy Forum** on 26-27 April 2012 in Bucharest (Romania). This high-profile biannual event gathered the 47 EHEA Ministers and the stakeholders' organisations in the Bologna Process for a **state of the art higher education reform conference**, and fixed the agenda for the coming years, whereas additionally non-EHEA Ministers and stakeholders also participated in the 3rd Bologna Policy Forum. In the **interactive panel discussion** in the plenary meeting at the opening of the Ministerial Conference, EURASHE's President underlined the fact that the relevance of the Bologna Process lies in the fact that it has **strengthened** the **internal cohesion** of **European higher education**, while managing to **respect** its **enormous diversity** and its proper values. It also put Europe and European higher education on the map, creating the basis and prospects for a **competitive European higher education in a global perspective**, while enhancing the employment prospects of the European graduates. The President of EURASHE stressed the **role of stakeholder organisations** in implementing the process, which is for EURASHE continuing on the path of fully involving higher education institutions, in support of the welfare society, through knowledge creation and regional development. Stressing also the **importance of Quality and Innovation** as a sine qua non for achieving competitiveness of the EHEA, EURASHE proposed that action programmes on Bologna reforms are developed and launched on European level, **promoting, encouraging and supporting** the **implementation** of the **reforms** via bilateral and multilateral agreements between institutions (and stakeholders).

The realisation of the Bologna tools was a recurring theme in EURASHE's input in both the Communiqué and the Ministerial Conference and Bologna Policy Forum proceedings, with a focus on a **student-centred approach, learning outcomes and qualifications frameworks**. At the same time we were

professing our firm belief that, where the country context allows it, there is a **specific role for Universities of Applied Sciences** in the creation and practical development of knowledge and its technological applications.



This message was also expressed in the joint policy paper with the **Universities of Applied Sciences (UASnet)**, ‘**Position Paper on Research and Innovation**’, which was presented to the Ministers, alongside our overall message for this Conference, ‘**Towards a Diversified, Responsive and Competitive European Higher Education**’. Ministers also agreed to further **mandate** the **E4-Group**, composed of ENQA, ESU, EUA and EURASHE, with the support of their stakeholder partners Education International, BUSINESSEUROPE and EQAR, to propose a **revision** of the **Standards and Guidelines for Quality Assurance in the European Higher Education Area (ESG)** for the next Ministerial Conference to be held in 2015. Further EURASHE was also pleased to see the Ministerial Communiqué refer to **short-cycle higher education**.

European Quality Assurance Register for Higher Education (EQAR)

The EQAR Association, an international non-profit association, was **founded by the E4 organisations to independently operate the Register of quality assurance agencies**. Members of the association are the four founders, ENQA, ESU, EUA and EURASHE, as well as the social partner organisations represented in the Bologna Follow-up Group and European governments that have decided to support the operation of EQAR and get involved in its overall governance. EQAR publishes and manages a register of quality assurance agencies that substantially comply with the **European Standards and Guidelines for Quality Assurance (ESG)** to provide the public with **clear and reliable information** on quality assurance agencies operating in Europe. The register is web-based and freely accessible. In 2012 Andreas G. Orphanides was a Vice-President of the EQAR Executive Board and Stefan Delplace was Treasurer.

PROJECTS

EURASHE develops **innovative** and **hands-on** projects in response to the challenges facing European Higher Education. **Our approach is multi-disciplinary, politically independent and combines cutting edge (applied) research and policy development with concrete initiatives.** In 2012 EURASHE was engaged in several projects dealing with a great number of interesting and challenging topics.

EURASHE as a Coordinator

- **Harmonising Approaches to Professional Higher Education in Europe (HAPHE) – October 2012; September 2014 – www.haphe.eurashe.eu**



In order to address the challenge of **transnationally analysing the PHE sector** EURASHE launched the HAPHE initiative. Through a wide **consultation with stakeholders** from **education, business and society**, the project intends to **harmonise approaches to professional higher education** (predominantly at European Qualifications Framework (EQF) level 6 and above) throughout Europe.

After the launch of the initiative in October 2012 the HAPHE partners have concluded the desk research on the **current state of PHE** in the countries in focus. The relevant information has been taken on board in order to develop **Country Profiles**. Besides this objective data, a **survey** has been developed to focus on more subjective points and it will be used to finalise the first phase of the research.

EURASHE as an Initiator or Main Partner

- **Mapping the implementation and application of the Standards and Guidelines for Quality Assurance in the European Higher Education Area (MAP-ESG) – October 2010; June 2012 – www.mapesg.wordpress.com**

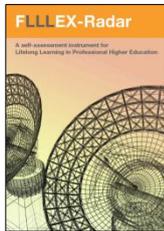
The purpose of the project is to **gather information** on how the European Standard Guidelines (ESG) have been **implemented** and **applied** in the 47 Bologna signatory countries, on national level, in higher education institutions and in quality assurance agencies.

By **analysing** gathered data, the project evaluated **whether the ESG are appropriate** and **up-to-date** to contribute to the development of the EHEA. The joint report of the E4 partners running the project was presented at the **Ministerial Conference**, April 2012, Bucharest (Romania), where Ministers of Education decided to give a mandate to the **E4-Group** for a **revision of the ESG**. EURASHE's long term priority on Quality Assurance, one of the core strategies for PHE in Europe, is the driving factor behind the Association's enthusiastic support of this project.

EURASHE participates in the wider discussion on the ESG through the publication of its **own report on the ESG implementation** in September 2012.



- **Impact of lifelong learning strategies on professional higher education (FLLLEX) – January 2010; October 2012 – www.flllex.eu**

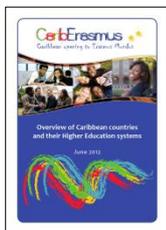


The FLLLEX project deals with the **implementation of lifelong learning strategies in higher education institutions** and aims at identifying challenges and implications of incorporating lifelong learning into European higher education institutions. The project was initiated and is supported by EURASHE. 2012 was the **second phase** of the project when the self-evaluation instrument was developed and tested. **The self-evaluation FLLLEX-Radar was presented at the 22nd EURASHE Annual conference**, May 2012, Riga (Latvia).

This project is of great importance to EURASHE as lifelong learning is one of the core strategic priorities of the Association. EURASHE has in the past demonstrated its will to promote and advance the cause of LLL through its seminars and is currently working on a **new project** (LLL-PRO) in the field of LLL, which is planned for after the completion of the FLLLEX project.

EURASHE as a Networking Partner

- **Caribbean opening to Erasmus Mundus (CaribErasmus) – October 2010; September 2012 – www.cariberasmus.eu**
- **Language Strategy for Competitiveness and Employability (CELAN) – January 2011; March 2013 – www.celan-project.blogspot.com**



CaribErasmus aims at fostering the **cooperation** among **European** and **Caribbean** higher education institutions in a structured and sustainable perspective and to facilitate and support **mutual knowledge** and **information sharing** between Caribbean and European institutions. In 2012 the partners continued to promote the EHEA and the European understanding of higher education in the Caribbean region. They organised a seminar in Port-au-Prince (**Haiti**) as well as an **International Seminar** in Brussels (**Belgium**) in July presenting the results of the project. This included the **promotional brochure** introducing **Caribbean higher education systems** and their main higher education institutions.

The CELAN project is the direct result of the discussions within the **Business Platform for Multilingualism (BPFML)**, set up in September 2009 as part of the European Commission's continuing commitment to raising awareness of the **importance** of **language competence**. The project's principal objective is to facilitate a **dialogue** in the language field between the **business community** and **language practitioners**. In November 2012, among other activities, CELAN organised its final **workshop** with key stakeholders. They highlighted during the event that **multilingualism is key for business**, growth and the Europe 2020 strategy and that multilingualism needs to be business-driven, as well as that **there is no one-size fits all strategy**, in particular for **SMEs**.



- **Enhancing Equitable Access to Higher Education (EquNet) – October 2009; December 2012 – www.equnet.info**

Eight leading European **stakeholders** and **research organisations** (MENON Network, Scierter, CEPS (University of Ljubljana), HIS, ZSI, ESU, EURASHE and EDEN) joined forces in the EquNet project. EURASHE represents professional higher education institutions in the project, which has the aim of **enhancing equity in European higher education** through networking among all interested stakeholders, gathering research on the topic, engaging with actors in the field through advocacy and via consultations. While at the same time **proposing policy solutions** to decision makers and networking with peers, experts and stakeholders.



An **international workshop** was held on 7 November 2012 in Brussels (Belgium), on the theme **'Equity in European Higher Education: State of the research, problems, ideas and perspectives'**. Moreover another important part of the activities of 2012 was the report on **'Immigrant participation in European Higher Education'** developing themes such as: Factors influencing the chances of immigrant and non-immigrant groups to access higher education in the EU countries; Second-generation immigrants in higher education – sketching the European picture; and case studies of Students with an immigrant background in higher education.

EVENTS

One of EURASHE's aims is to **represent the views of professional higher education institutions** towards policy makers in education. To that end EURASHE organised and participated in events on PHE in Europe throughout the year. In 2012 EURASHE organised its **22nd Annual Conference**, **one thematic seminar**, its **annual lifelong learning seminar** and also co-organised the **7th European Quality Assurance Forum (EQAF)**. In this section you will discover the **events at which EURASHE represented PHE in Europe** and the themes and outcomes of its own events throughout 2012.

EURASHE Events

Through an Annual Conference and seminars EURASHE monitors the new **trends in higher education**, shares **good practice** in the European policies and addresses **proposals to improve** the EHEA. In 2012 EURASHE organised an Annual Conference, and two Seminars which gathered around **250 participants representing around 150 institutions**. EURASHE events are usually organised in collaboration with its members and serve as a networking forum for them.

- **EURASHE 22nd Annual Conference 'Responding to Challenges in European Higher Education: Lifelong Learning and the Welfare Society'** www.eurashe.eu/riga

The 22nd EURASHE Annual Conference took place on 10 and 11 May 2012 in Riga (Latvia). It was organised in cooperation with **BA School of Business and Finance**, the **Danish Rectors' Conference – University Colleges Denmark (UC-DK)**, both members of EURASHE and with the support of the initiative on **'the impact of lifelong learning strategies on professional higher education' (FLLLEX)**.



The 2012 Annual Conference successfully addressed two themes that are among the **priorities** of the **future agenda** for European professional higher education, namely **lifelong learning** and the **welfare society**. The 111 participants represented the entire range of (professional) higher education professionals coming from institutions, ministries, agencies and stakeholder organisations.

They reflected on the **modernisation** of the welfare society and the **role of (higher) education** in this, while noticing the trends in lifelong learning, action-oriented learning, **transformational learning**, trends of e-learning and distance-learning. Its two main topics were lifelong learning and the welfare society, in line with the theme of **'Active Ageing'** promoted in 2012 by the European Commission. The combination of these two topics is rooted in our strong belief that **education** is not only firmly embedded in the **wellbeing of citizens**, but also one of the **main pillars of society**.

The Conference did not only offer the **possibility to exchange views** on a very topical theme, but was also the culmination event of a **ground-breaking initiative** on lifelong learning, coordinated by an institutional member of EURASHE (Leuven University College KHLeuven), and involving a cross-section of our membership. The **FLLLEX** project presented its final report and gave **hands-on experience** to both **practitioners** and **institutional managers**.

Our 22nd Annual Conference also explored and addressed the challenges brought up by another thorny topic: the **welfare society**.



Discussions not only concentrated on the economic recession and increased global competition European societies are facing, but also the **unprecedented change in the demographic balance**, especially with a fast growing percentage of elderly people and a just as rapidly **decreasing labour-market-active population**.



Debates highlighted that for all actors in the public or semi-public sector this means that in a very near future **fewer professionals** will have to better educate children and students, and nurse the ill. This **development** also **challenges the higher education institutions** that educate these professionals. The combination of these two topics helped to show that **education is embedded in the wellbeing of citizens**, but we could see another link between the two, namely that both **heavily rely on innovation**.

- **EURASHE thematic seminar 'Implementation of Internal and External Quality Assurance'** www.eurashe.eu/nicosia

On 27-28 September 2012 EURASHE organised in cooperation with its members **European University Cyprus (EUC)**, **Open University of Cyprus (OUC)** and under the auspices of the **Cyprus Presidency of the Council of the European Union** a Seminar on the Implementation of Internal and External Quality Assurance in Nicosia (Cyprus).



This seminar provided the 92 participating quality assurance practitioners with the opportunity to **share their views** on the implementation of internal and external quality assurance, based on the Standards and Guidelines for Quality Assurance (ESG), through various **hands-on workshops**. It also boosted their **sharing of institutional experience**.

On this occasion **EURASHE** published its '**Report on the Implementation of the European Standards and Guidelines for Quality Assurance in Higher Education Institutions**', based on its consultation within the framework of the **MAP-ESG** initiative with our partners of the E4-Group (ENQA, ESU and EUA).

- **EURASHE annual lifelong learning seminar 'Recognition of Prior Learning (RPL): Flexible Ties within Higher Education'** www.eurashe.eu/prague

On 13-14 December 2012 EURASHE organised in Prague (Czech Republic) with the **European RPL Network (ERPLN)**, the **Czech Ministry of Education, Youth and Sports (MŠMT)** and its member the **Czech Association of Schools of Professional Higher Education (CASPHE)** its annual lifelong learning Seminar on the theme: 'Recognition of Prior Learning: Flexible Ties within Higher Education'.





The Seminar provided the 87 participants with the opportunity to discuss the **latest developments** in the field of recognition of prior learning. It showed a wide range of **institutional experience** in the implementation of recognition of prior learning. Experience on the **policy level** also boosted the debates, by means of **national and international perspectives** of RPL, through the input provided by French, Irish, Dutch, British speakers, as well as from representatives of **UNESCO's Institute for Lifelong Learning (UILLL)**.

Representation of PHE towards Stakeholders

- **7th European Quality Assurance Forum (EQAF) 2012**

Through a mix of plenary and parallel sessions, the 2012 EQAF '**How does quality assurance make a difference?**', combined practice-oriented and research-based discussions with presentations of current developments in quality assurance. This year, the Forum specifically explored the **impact of external and internal quality assurance** on higher education policies and institutional realities. In this context, the sessions addressed issues such as external evaluation and institutional follow-up; the relationship between quality assurance, pedagogical approaches and student learning; quality assurance supporting institutional aims and profiles; quality assurance supporting informed decision-making; and the role of quality assurance in a globalised higher education.

- **Representation towards Stakeholders in seminars and conferences**

Increasingly office holders of EURASHE and individual experts of the Association are requested to represent and promote EURASHE at conferences, seminars, meetings organised by EURASHE members and stakeholders.

EURASHE's participation in these events serve the purposes of **keeping members and stakeholders informed** of latest policy developments in these areas; **networking** with Higher Education stakeholders with the aim of building coalitions around topics of common interest; and **sharing** and learning from best practice, and in turn sharing that with members.

PUBLICATIONS

EURASHE contributes to the **development of the EHEA with in-house publications** and also in cooperation with others. They can be focused on specific areas, where the association has either an **expertise** (e.g. short-cycle higher education, entrepreneurship in education, involvement of stakeholders from the world of employment in governance of higher education institutions, etc.) or a specific mandate (e.g. quality assurance as a member of the E4-Group).

EURASHE Report on the Implementation of the European Standards and Guidelines for Quality Assurance in Higher Education Institutions



In 2010, five years after the adoption of the Standards and Guidelines for Quality Assurance in the EHEA (ESG) by the European Ministers of Education in Bergen (2005), in cooperation with the other partners of the **E4-Group**, ENQA, ESU and EUA, EURASHE accepted the mandate from the Ministers of the European Higher Education Area to **examine the awareness, implementation and usefulness** of the **ESG** in view of a possible **revision** of the ESG. The E4-Group responded by running a project, '**Mapping the Implementation and Application of the Standards and Guidelines for Quality Assurance in the European Higher Education Area (MAP-ESG project)**', and presented a joint report of the MAP-ESG project at the EHEA Ministerial Conference in April 2012 in Bucharest (Romania).

We completed an extensive consultation among members and stakeholders for the MAP-ESG project, which delivered substantial input and partly fed into the joint E4 report. **EURASHE published a report of its own**, a more comprehensive report focusing on the **results** and **recommendations** affecting **professional higher education**.

Overarching Policy Paper 'Towards a Diversified, Responsive and Competitive European Higher Education

In 2012 EURASHE developed its Overarching Policy Paper '**Towards a Diversified, Responsive and Competitive European Higher Education**' and presented it at the Conference of EHEA Ministers in charge of Higher Education on 26-27 April 2012 in Bucharest (Romania). Stressing the importance of the majors topics in higher education for an effective EHEA, EURASHE proposed recommendations for the Ministers but also its **own engagements** and called for actions on the part of higher education institutions. Our **recommendations** to the governments included, among others:



- work with national and sectorial organisations to promote **recognition of prior learning** as a means of credentialising the attainment of **learning outcomes** in non-formal and informal learning environments;
- actively support and co-finance **all forms of mobility**, which is in line with the diversified profiles and missions of higher-education programmes and institutions;
- strengthen Marie Curie by investing in **professional and industrial PhDs** in order to deliver a new generation of impact driven researchers to Europe.

Joint EURASHE-UASnet Position Paper on Research and Innovation



In 2012 EURASHE presented its joint '**EURASHE-UASnet Position Paper on Research and Innovation**' at the EHEA Ministerial Conference on 26-27 April 2012 in Bucharest (Romania). Stressing the importance of this topic for a competitive EHEA, EURASHE proposed recommendations for the Ministers but also its own engagements and called for actions on the part of higher education institutions. Our **recommendations** for policy-makers were:

- connect member states and regions on the theme;
- introduce **new performance indicators**;
- involve the whole **innovation cycle**;
- involve SMEs;
- align Education, Structural and Framework Funds and Cohesion Funds;

EURASHE Policy Paper on Quality Assurance and Transparency

In 2011 EURASHE's working group for quality assurance and transparency tools prepared the '**EURASHE Policy Paper on Quality Assurance and Transparency Tools**' which was officially endorsed by EURASHE's Council at its 2nd meeting 2012 on 13 October 2012, in Antwerp (Belgium). Our **recommendations** included, among others:

- creation and development of trust in the promotion of **quality cultures**
- importance to demonstrate, develop, explain and implement the **links and relationships** between **quality assurance, qualifications frameworks and learning outcomes**.



EURASHE Policy Paper on Mobility



In 2011 EURASHE's working group on the theme developed a policy paper that was officially endorsed by EURASHE's Council at its 2nd meeting 2012 on 13 October 2012, in Antwerp (Belgium). Soon after the publication of our '**Policy Paper on Mobility**', we already received feedback, and comments on the importance of **short-term mobility**, from colleagues in Scotland for example. Our **recommendations** included, among others:

- improve and support the **diversification of mobility**;
- intensify work on **recognition and transparency** tools as conditions sine qua non to any kind of mobility;
- **widen access to mobility** for all groups of potential movers.

WHO WE ARE

EURASHE was founded in **1990** in **Patras (Greece)**. It has the status of a **non-profit international association** according to Belgian law and its **Secretariat** is located in **Brussels (Belgium)**. From a gathering of 5 national associations of directors of colleges we have evolved into the **acknowledged representative of Professional Higher Education** in Europe, including in the major reform of European higher education, the Bologna Process.

POLITICAL COORDINATION

The role of EURASHE's management is to be the initiator of the work programme and to have the responsibility of its execution and its implementation at all stages. EURASHE has 4 governing bodies. The **Presidium** consists of the President and the two Vice-Presidents and is assisted by the Secretary General Stefan Delplace (BE). EURASHE's Presidium is currently composed of Andreas G. Orphanides (CY), Michal Karpíšek (CZ), Patrick Blondé (BE).



Andreas G. Orphanides (CY)
President



Michal Karpíšek
(CZ) Vice-
President



Patrick Blondé
(BE) Vice-
President

The **Board** consists of the above four plus the Treasurer, Regis Debrulle (BE), and three external members, chosen from the country representation in the Council, Marc Vandewalle (BE), Gintautas Braziūnas (LT) and Stéphane Lauwick (FR).

The **Council** consists of the Board and one member per national association and one member per association (associate members). The Council met twice in 2013 to discuss the policy of the association and to define the strategy for the working year.

The **General Assembly** consists of the delegates of our members organisations. The General Assembly meets annually, in conjunction with the Annual Conference. EURASHE's latest General Assembly was held on 11 May 2012 in Riga (Latvia). On that occasion Patrick Blondé (BE) was re-elected for a two-year term as a Vice-President.

EURASHE SECRETARIAT

EURASHE's **Secretariat** in Brussels (Belgium) runs the association on a daily basis. It is in charge of the overall coordination and management of the association, under the **Secretary General**, Stefan Delplace (BE), who liaises with the members of the Presidium and Council.

Iva Voldánová (CZ) is coordinator & project manager responsible for EC-project funding. 2012 was a dynamic year for the Secretariat with changes in its composition. Renata Radvanska (SK) the project officer left the organisation and EURASHE was joined by two former trainees Alexandre Wipf (FR), communications officer and Kristina Kockova (SK) financial & administrative officer. In 2012 EURASHE also benefited from the work of trainees and volunteers: Francesca Operti (IT), Mario de Martino (IT), and Marko Grdošić (HR) supporting the projects.



Stefan Delplace
(BE) Secretary
General



Alexandre Wipf (FR)
communications
officer



Iva Voldánová (CZ)
coordinator &
project manager



Kristina Kockova (SK)
financial &
administrative officer

INTERLOCUTORS, PARTNERS & STAKEHOLDERS

- **Interlocutors and partners**

EURASHE is establishing **close links with other stakeholders** in the EHEA **stimulating cooperation** between the institutions within and outside the EU and fostering cooperation in higher education in general.

- **Association partners and other stakeholders in higher education**

EURASHE **collaborates with other stakeholder organisations** in Higher Education representing staff, students, employers or institutions.

E4 Group - EUA (European University Association), **ESU** (European Students' Union) and **ENQA** (European Association for Quality Assurance in Higher Education) are our long-time partner in 'E4', co-organiser of the annual QA Forum (EQAF) and also a partner in the project on 'examining the implementation of the European Standards and Guidelines for QA' in the institutions and QA agencies (MAP-ESG).

ACA (Academic Cooperation Association) co-organised the Forum for the Central European countries, in Budapest 2010, and the EURASHE pre-Ministerial conference Bologna 2010 Convention.

EURASHE is a founding organisation of **EMUNI** and member of its General Assembly.

EUCIS-LLL - The European Civil Society Platform on Lifelong Learning gathers 31 European networks working in education and training. After a long year of fruitful cooperation as a partner, in September 2011 EURASHE has become a full member of EUCIS-LLL. The European Civil Society Platform on Lifelong Learning serves EURASHE as a forum for cooperation between education and training actors to build innovative project, as a tool to push forward strong messages to EU institution and as a space in which discuss transversal topics on lifelong learning.

EURASHE cooperated in a number of projects with the following partners:

- **ESMU** (European centre for Strategic Management of Universities)
- **EUCEN** (European Association for University Lifelong Learning)
- **CHEPS** (Centre for Higher Education Policy Studies)
- **ECA Consortium** (European Consortium for Accreditation in Higher Education)



UASnet - The Universities of Applied Sciences Network (UASnet) aims to strengthen the contribution of the Universities of Applied Sciences (UAS) sector to the research and innovation strategy of Europe. A preliminary agreement for cooperation between UASnet and EURASHE was established in March 2011. EURASHE and UASnet agreed to have contacts on policy making in areas they have in common and to attune their profile as an association to each other's, looking for synergies.

EURASHE cooperates with **Education International (EI)** and **BUSINESSEUROPE** in the framework of the Bologna Follow-up Group.

- **European and international official interlocutors**

Furthermore, EURASHE as a main stakeholder in the Higher Education policy on the European level is invited to participate in different experts', advisory and stakeholder groups, hearings or events organised by the European Institutions, agencies or foundations (such as the European Commission and Parliament, the Council of Europe, UNESCO, OECD etc.).



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